

EALTHY Spring Symposium, 5 June 2020

Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary

Time and Location:

Friday, 5 June, 2020

Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary

7623 Pécs, Szigeti út 12

Room: Dean's Conference Room II

Time	Programme	Presenter
9:30-10:00	Registration	
10:00-10:10	Welcome	Professor László Czopf
10:10-10:20	Introduction to EALTHY	Dr Catherine Richards
10:20-10:30	Introduction to the University of Pécs and the Department of Languages for Specific Purposes	Dr Vilmos Warta
10:30-11:00	Teaching Medical Communication with Simulated Patients	Judit Fekete Renáta Halász Dr Anikó Hambuch Dr. Rita Kránicz
11-11:30	Teaching ESP and Medical Terminology Across Various Medical and Health Sciences Programmes at the University of Debrecen	Ildikó Gerő László Répás
11:30-12:00	Update on the HELP2 Project and a Joint Workshop for Radiology Students from Wiener Neustadt and Palacký University	Dr Lukas Merz
12:00-13:00	<i>LUNCH</i>	
13:00-13:30	A New Obligatory B1 Internal Language Exam	Dr Katalin Fogarasi Viktória Sirokmány
13:30-14:00	Teaching Medical Translation to Postgraduate Students: False Friends in Hungarian–English Medical Translation Acquiring Translation Competence – Translation and Interpreting in Health Sciences at the University of Szeged The Difficulties of Writing in Medical Hungarian	Dr Csilla Keresztes Eszter Asztalos- Zsembery Balázs Sinkovics
14:00-14:30	Oral Skills in Teaching Medical English: The Integration of Case Based Learning in Medical Terminology Why Do Students Like Interpreting Classes? Teaching Effective Doctor–Patient Communication in English	Dr Éva Demeter Andrea Stötzer Éva Major
14:30-15:00	General Medical English for 1st year Health Sciences Students – Teaching across Four Different Programmes	Dr Désirée Verdonk
15:00-15:30	Testing and Assessing Nursing Communication	Jennifer Lacchine David Whittaker
15:30-16:00	Wrap up and networking	Dr Vilmos Warta



OPTIONAL PROGRAMMES AT ADDITIONAL COSTS (TO BE PAID ON SITE)

5th June, Friday:

18-24: Tour to Villány Wine Region at an additional cost of HUF 10, 000/person (approx. 30 euros), including travel costs, schnapps, a three-course dinner and wine tasting in the cellar

6th June, Saturday:

11-13: Sightseeing in Pécs at an additional cost of HUF 4000/person (approx. 12 euros), including entry to the Cathedral

Tour guide: Zsuzsanna Szilágyi (meeting point: Barbakán)

To register for the optional programmes, please go to: <https://forms.gle/uMRrr97RqYv1VKhLA>

Deadline for registration: **25 May, 2020.**

Registration fee for the Symposium:

free – for EALTHY members (you can read more about the benefits of EALTHY membership at: <https://ealthy.com/member-benefits/>)

€20 – for non-EALTHY members

To register for the Symposium as a speaker or delegate, please send an email to: registration@ealthy.com

Deadline for registration: **25 May, 2020.**

For any questions related to EALTHY, membership options, events, conferences, etc., please contact Dr. Catherine Richards Golini, Director of EALTHY at: crichards.golini@gmail.com.

For any questions related to the EALTHY Spring Symposium 2020 in Pécs, please contact Dr. Timea Németh, EALTHY Regional Representative : nemethtimi@yahoo.com

SOME SUGGESTIONS FOR ACCOMMODATION

Near the university:

Hotel Makár: <https://hotelmakar.hu/?lang=en>

Between the university and the city centre:

Színbád Hotel: <http://www.szinbadhotel.hu/en>

Barbakan Hotel: <http://www.barbakanhotel.hu/en>

In the city centre:

Hotel Millennium: <http://hotelmillennium.hu/en>

Hotel Palatinus: <https://www.danubiushotels.com/en/our-hotels-pecs/hotel-palatinus>

Hotel Corso (the farthest from the university): <https://corsohotel.hu/en/home/>

Should you have any question regarding accommodation, please feel free to contact Dr Gabriella Hild at: gabriella.hild@aok.pte.hu

ABSTRACTS AND BIOS

Judit Fekete, Renáta Halász, Anikó Hambuch, Rita Kráncz: Teaching Medical Communication with Simulated Patients

The Department of Languages for Medical Purposes at the University of Pécs offers medical language courses in Hungarian, German and in English. The courses are organized according to the various language-specific and action-based situations in terms of medical communication, with a genre-based, text-type approach to education. In addition to language education, the development and awareness of more patient-centred communication strategies play an important role in medical history taking and in terms of informing patients. We have already begun to involve trained simulated patients (SP) in our Hungarian, German and English history taking courses aspiring to develop more patient-centered communication strategies in the future. The aim of this presentation is to share our insights regarding the SP training, working with SPs in the classroom, and the outcomes and challenges of this new methodology while teaching medical communication in three languages.

Judit Fekete, MA, is an assistant research fellow at the Department of Languages for Special Purposes, Medical School, University of Pécs. As a working actor and an MA graduate from the The Royal Central School of Speech and Drama, she participates in training and working with simulated patients in Hungarian and in English. She is currently pursuing her PhD in researching mentalization particularly among schizophrenia patients.

Renáta Halász, MA, works at the Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary as head of the section of German for Specific Purposes. She teaches German and Hungarian for medical purposes and takes part in teaching inter-professional courses in doctor-patient communication. Her research interests include improving language competence in Hungarian within study abroad context and developing communication strategies, code switching and simulation in medical communication.

Aniko Hambuch, PhD, is an assistant professor at the Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary. She teaches German and Hungarian for medical purposes and medical communication. Her research interests include doctor-patient communication, especially shared decision making in medical consultations, the development and implementation of new methods/tools in the teaching of history taking and clinical communication skills, and training and working with simulated patients in German and Hungarian medical language courses.

Rita Kráncz, PhD, is an assistant professor at the Department of Languages for Specific Purposes, Medical School, University of Pécs, Hungary. She is head of the Office of PROFEX Centre for Language Examinations. She teaches German and Hungarian for medical purposes. Her research interests include doctor-patient communication, interdisciplinary approaches and the development of new methods in clinical communication skills.

Ildikó Gerő, László Répás: Teaching ESP and Medical Terminology across Various Medical and Health Sciences Programmes at the University of Debrecen

Over the past two decades, several new programmes have been launched by our university, which have presented us with challenges in terms of developing new curricula as well as course materials. Along with ESP courses, we also offer our students Latin Medical Terminology courses across in 5 different programmes. For the past two years, we have been experimenting with combining traditional in-class offline course materials with online learning tools (e.g. Quizlet, e-learning platforms). This process led to a collaboration with a medical university in Moscow, as a result of which one of our colleagues transformed his Latin Medical Terminology course book into an online interactive learning platform which is in a piloting phase at the moment. In our talk, we would like to present a few samples of this novel learning tool and the challenges we face during the development of new curricula, course materials as well as new platforms of learning in line with the demands we need to answer.

László Répás earned his MA degrees in Latin, Classical Greek and English from the University of Debrecen. Since 2002 he has taught Medical Terminology for both Hungarian and International students in Medical, Dental and Public Health programmes. Since 2019 he has taught ESP for students of Dietetics as well. In the 2018/19 academic year, he was invited to I.M. Sechenov First Moscow State Medical University as a senior lecturer for the development of an online learning tool in teaching Medical Terminology for international students. His interest lies in applying online learning tools and platforms in teaching Medical Terminology especially in relation to learner motivation and engagement.

Ildikó Gerő, MA, has been teaching at the University of Debrecen since 1999. Now she teaches English for Specific Purposes to students of Medical Laboratory Science, Research Laboratory Science, Radiography, Pathologists' Assistance and Dietetics. She also teaches foreign students Hungarian in the Medical and Pharmacy programmes.

Lukáš Merz: Update on the HELP2 Project and a Joint Workshop for Radiology Students from Wiener Neustadt and Palacký University

The presentation will show the current progress of the Erasmus+ project HELP2 - Healthcare Language Learning Programme 2 (help2project.eu), which builds on the previous success of HELP project, an award-winning educational platform launched in 2017 (help-theproject.eu). The preliminary outputs of the HELP2 include learning modules in English and in German with different area of healthcare specialisations. Draft of the online platform with interactive, media-supported learning materials will also be presented. One of the aims is to attract audience to get involved in the piloting phase and provide valuable feedback to the module authors. The different approaches to ESP learning will be outlined and hopefully spark a discussion with a chance to share teachers' experience and expectations.

Lukáš Merz is a senior lecturer at the Faculty of Health Sciences, Palacký University Olomouc. He has been teaching general English courses and English for specific purposes for more than a decade. He also translates and interprets from/into English and is the HELP2 coordinator.

Viktória Sirokmány, Katalin Fogarasi: A New Obligatory B1 Internal Language Exam

In 2019, a new obligatory B1-level university-internal language exam in English and German was introduced at Semmelweis University for the students of the Faculties of General Medicine, Dentistry and Pharmacy. The language exam takes place at the Department of Languages for Specific Purposes and it tests specialized communicative skills in all three fields. It can only be replaced by internationally or nationally standardized medical language exams e.g. Profex, most of which are not specialized according to medical professions. In our workshop, we would like to present especially the oral exam tasks measuring the competencies of students. The tasks are specific to general medical, dental medical and pharmaceutical professional practice. The oral exam was designed to prepare students for everyday communication with patients and colleagues. The exam is based primarily on internal and emergency medicine, the most frequent dental procedures as well as pharmaceutical consultation, respectively. The oral skills include history taking, disclosing diagnoses, patient education and counselling.

Viktoria Sirokmany acquired an MA in English Linguistics and Literature at Debrecen University, in 2003. Her further studies include a MEd in Information Technology at Lorand Eotvos University, Budapest. She wrote her thesis about the effect of hypertext on language acquisition. Her interest is in teaching methodology and classroom interactions. Her present job is at Semmelweis University at the Department of Languages for Specific Purposes. She teaches Scientific Writing to PhD students and Language Courses preparing for medical language exams.

Katalin Fogarasi, PhD studied German and Classical Philology at the University of Pécs and taught Medical Terminology to German medical students at the Department of Languages for Specific Purposes of the Faculty of Medicine/ University of Pécs until 2018. She completed her PhD in 2014 at the Faculty of Health Sciences at the University of Pécs. Since 2018, she is director of the Department of Languages for Specific Purposes at Semmelweis University Budapest. She teaches German for Medical and Dental Purposes to Hungarian students, furthermore Medical Terminology and Hungarian to German students. Her research interest lies in the terminological analysis of medical documentation and teaching LSP.

Csilla Keresztes: False Friends in Hungarian–English Medical Translation

The Faculty of Medicine in Szeged provides two postgraduate courses: the Medical Translator and Interpreter Program and the Medical Communication Program for students having an MSc/BSc or MA/BA degree and upper-intermediate/advanced knowledge of English. Our series of presentations aim at describing some of the aspects of teaching medical translation, the materials developed for the purpose of mediation between the two languages, and effective doctor–patient communication. Our main teaching objective is to develop the textual and communicative competence of students, teach them problem solving strategies and tactics, and encourage their creativity as an addition to the knowledge of translation theory and linguistics and of the knowledge of English/Hungarian for medical purposes.

Csilla Keresztes is an associate professor and head of the Department for Medical Communication and Translation Studies at the University of Szeged, Hungary. She teaches Medical English and Hungarian and is a medical translator. Her current interest is detecting linguistic features of uncertainty in Hungarian medical papers. After a brief introduction to our two postgraduate programs, I will discuss the problem of false friends/cognates in medical translation, present some examples and strategies of how to avoid them.

Eszter Asztalos-Zsembery: Acquiring Translation Competence – Translation and Interpreting in Health Sciences at the University of Szeged

Trainees can acquire the different elements of translation competence in various courses: they can sharpen their tools through a theory-based practical class, then get more results from preparing school-translations and proofing of various real texts with a critical approach, and with the latest edition of a CAT-tool, they can master their profession in the courses I am involved in.

In ‘Introduction to Translation Studies’ and ‘Translation in Health Sciences from Hungarian to English,’ our students will receive some theoretical background to the field of translation with the most important terminology items and approaches, some practical problems they will encounter during their professional lives, and the most relevant contrastive problems when mediating with special attention to Hungarian as a source language. To assist their needs, they will learn to use the CAT-tool memoQ.

Eszter Asztalos-Zsembery is a language teacher, a translator and interpreter in English and Hungarian, a translator trainer, and a teacher of English for Specific Purposes. Fields of teaching: General Hungarian, Medical Hungarian, Medical English, Translation, and CAT-tool instruction.

Balázs Sinkovics: The Difficulties of Writing in Medical Hungarian

In my paper, I will summarize the experience of my teaching. The main aim of the courses is to improve accuracy and fluency in the written Hungarian texts and the correctness of Hungarian translation and the Hungarian language awareness and students’ critical thinking about their works. Hungarian spelling, especially that of medical texts and terminology (compound words, suffixation of foreign words, etc.), is considered to be difficult. In the course, we overview the logic and structure of the rules of the Hungarian spelling regarding medical terminology and the so-called free word order in Hungarian. The word order depends on the topic–comment structure of the sentence or of the whole text. My presentation discusses how we treat different linguistic norms, and what can we do when there is some inconsistency between spelling rules, norms, and practice. The key is to remain consistent in your choices throughout a single document.

Balázs Sinkovics is a senior lecturer at the Department of Hungarian Linguistics, University of Szeged, Hungary. His research topics are linguistic norms, stigmatization and standardization in Hungarian. Courses taught: Writing and Communication skills, Linguistic norms in Hungarian, Historical linguistics, and Translation correctness.

Éva Demeter: The integration of Case Based Learning in Medical Terminology

Medical terminology is one of the essential building blocks of our medical translator and medical communicator postgraduate programs. Medical terminology as a specific carrier of information is diverse due to differences between registers or communication channels. Medical case reports are excellent teaching and learning tools in medical education, and apart from their special value in the clinical training, they are used advantageously in the language/terminology training of our students. The case report allows for the telling of two interrelated perspectives: both from patient and physician. By presenting the case report as a coherent story, it allows for a reflection of the patient’s experience of the illness as well as the doctor’s diagnostic or therapeutic reasoning. I aim to elaborate the educational value of case reports from these two perspectives.



Éva Demeter is an associate professor, former head of the Department for Medical Communication and Translation Studies, Faculty of Medicine, University of Szeged, Hungary. She teaches many areas of medical English, but her special interest is in medical terminology, discourse features of oral communication and doctor-patient interactions.

Andrea Stötzer: Why do Students Like Interpreting Classes?

Yes, partly, because they are fun. Also, because active participation in and meticulous preparation for these classes noticeably contribute to the process of mastering medical English (and medical Hungarian). Interpreting classes as part of the two-year Medical Translator and Interpreter program offered by the Department of Medical Communication and Translation Studies (University of Szeged, Faculty of General Medicine) can effectively assist our students (with intermediate to advanced level of English, with or without health or biology related background) in the process of improving their English and acquiring medical terminology. Practicing consecutive (dialogue) and simultaneous interpreting and sight translation enables them to use their first and second languages with increasing confidence. Students can benefit from the various interpreting activities in a number of ways.

Andrea Stötzer is a freelance professional translator and interpreter working as an English teacher at the Department for Medical Communication and Translation Studies (Faculty of Medicine, University of Szeged) teaching medical translation and interpreting. She also teaches Hungarian and English medical terminology. She is a PROFEX examiner and exam developer.

Éva Major: Teaching Effective Doctor–Patient Communication in English

The aim of the course is to help students acquire appropriate terminology, linguistic structures, and communication skills to conduct history taking, give instructions on physical examination, inform patients about their condition, and explain the treatment plan. We highlight the importance of differentiating between Medical and General English terminology. We also raise awareness of the cultural differences in expressing formality and politeness. The first semester of my course focuses on Internal medicine and the most common symptoms patients present with, and then, we gradually build up the skills needed for history taking, examination, giving information, and explaining treatments and procedures. During the rest of the course, we use this foundation and focus on various fields of medicine. Practice is given through OSCE sample exam tasks, which students usually find medically challenging and rather useful because these situations create a natural environment for using their Medical English skills.

Éva Major is a teacher of English for Specific Purposes at the University of Szeged. Fields of teaching Medical English: doctor–patient communication, Academic English for writing research papers, presentation skills, Medical English translation, and English for Dental Purposes.



Désirée Verdonk: General Medical English for 1st year Health Sciences Students – Teaching across Four Different Programmes

In 2006 the first health sciences study programmes at university-level were introduced at Austrian Universities of Applied Sciences; at Wiener Neustadt those were Radiological Technology, Biomedical Sciences, Occupational Therapy and Speech Therapy. The new curricula all included compulsory English classes. The (then) English Department developed not only the curricula for these English classes, it also chose a (for us) novel approach: teaching the General Medical English classes in the first year of study across the four different programmes. This talk will highlight the motivation for this approach, the skepticism encountered and how the related challenges were overcome.

Désirée Verdonk, PhD teaches at the University of Applied Sciences Wiener Neustadt. From 2000-2017 she was Head of the English Department. Since 2018 she has been General Secretary of EALTHY. She teaches in health sciences. Her research interests are Healthcare English, English for the Workplace and educational standards in Austrian EFL.

Jennifer Lacchini and David Whittaker: Testing and Assessing Nursing Communication

This presentation outlines the various tried and tested forms of assessment for the “Nursing Communication” course at the University of Applied Sciences in Wiener Neustadt, Austria. It describes the developments in assessment methods since the start of the course, focusing on adaptations made in order to accurately and realistically evaluate student performance. With special consideration of the skills and abilities necessary for students in their future profession, the instructors will present the assessment techniques, which have proven to be successful in regards to the fulfillment of the learning goals of the course. In addition, this presentation will briefly deal with the logical repercussions of the assessment on both the actual teaching strategies and foci of the course itself.

Jennifer Lacchini, M.A., studied German in the U.S. before settling in Austria to teach English. She has been an instructor at the University of Applied Sciences Wiener Neustadt for nearly 20 years. Her areas of specialization include ESP in the fields of business, security, and certain health professions.

David Whittaker was born in Yorkshire in 1970. He studied law at Leicester and worked for a number of years representing homeless clients in London. He switched careers during a six-month sabbatical in Spain and has been working at various universities in Austria for 18 years, the last four full-time at FHWN.